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ABSTRACT

This annual report describes the activities of the four Individuals with Disabilities Education Act (IDEA) Partnerships created by the Office of Special Education Programs to provide reliable information on IDEA. The Partnerships include: (1) the Associations of Service Providers Implementing IDEA Reforms in Education (ASPIIRE) Partnership; (2) the Families and Advocates Partnership for Education (FAPE) Partnership; (3) the IDEA Local Implementation by Local Administrators Partnership (ILIAD); and (4) the Policymaker Partnership (PMP). These four partnerships were expected to build a collaborative of organizations committed to implementing IDEA that, in turn, would support its constituents at the local and state levels in doing the same. A Partnerships Coordinating Committee has also been created to forge relationships across stakeholder groups. The report discusses the milestones the partnerships have reached in Year 4 in the areas of creating opportunities to learn together about IDEA, creating opportunities to form relationships, and creating opportunities to improve practice. Achievements of the partnerships include providing user friendly and reliable information about IDEA to all stakeholders, sponsoring the first national summit on IDEA, and creating the IDEA National Resource Cadre. Contact information for each of the partnerships is provided. (CR)

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Creating Opportunities for Change

IDEA PARTNERSHIPS

Annual Report 2001/2002

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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IDEAs that Work

U.S. Office of Special Education Programs

IDEA PARTNERSHIPS

ADMINISTRATORS
FAMILIES/ADVOCATES
POLICYMAKERS
SERVICE PROVIDERS

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IDEA Partnerships

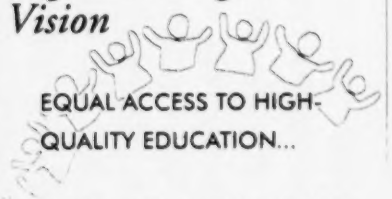
ASPIIRE... FAPE... ILIAD... PMP...

We envision a world where all students, families, schools, and communities have the knowledge, skills, and motivation to work together to ensure that all children with disabilities are learning, progressing, and meeting high expectations.

We accomplish this by ...

Working Together to Support Achievement for Children with Disabilities

Implementing the Vision



EQUAL ACCESS TO HIGH-QUALITY EDUCATION...

EDUCATIONAL EXCELLENCE...

NO CHILD LEFT BEHIND...

These fundamental values underscore the federal government's vision for teaching and learning in this country. And nowhere are they more evident than in the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA).

For the more than 6.4 million children with disabilities in this country, IDEA '97 raised expectations. The message was clear—children with disabilities have a right to learn and achieve to high standards. They deserve to be included in standards-based reform, receive effective instruction and services from qualified personnel, attend schools with safe and supportive learning environments, and benefit from opportunities in which the families contribute to their development and progress.

To realize this vision, the Office of Special Education Programs (OSEP) knew that it would take ***all*** stakeholders—families, administrators, service providers, policymakers, and advocates—working together to implement IDEA. With no historical precedents to turn to, and a strong belief in the power of collaboration—how could OSEP make this happen?

THE IDEA PARTNERSHIPS

Creating Opportunities for Change

In 1998, OSEP embarked on an innovative initiative—create a partnership of four stakeholder groups charged with becoming a reliable source for information on IDEA. The result was the IDEA Partnerships, comprised of:

ASPIIRE...
Associations of Service Providers Implementing IDEA Reforms in Education Partnership.

FAPE...
Families and Advocates Partnership for Education.

ILIAD...
IDEA Local Implementation by Local Administrators Partnership.

PMP...
Policymaker Partnership.

These four core partnerships each were expected to build a collaborative of organizations committed to implementing IDEA, that, in turn, would support its constituents at the local and state levels in doing the same. A challenging task, indeed, especially given the fact that more than 100 different organizations represent these stakeholder groups—each with its own vision, mission, perspectives, and, at times, competing interests. And, many of whom that, heretofore, had little or no contact with each other.

Forming relationships within these four stakeholder groups was not enough, however. For IDEA to fulfill its promise, administrators, service providers, families,

policymakers, and advocates must talk with each other! To ensure collaboration across the IDEA Partnerships, OSEP took another bold step and created the Partnership Coordinating Committee (PCC). Composed of OSEP project officers and senior leadership personnel from each of the four IDEA Partnerships, the PCC forges relationships across stakeholder groups by creating significant opportunities for them to:

- Develop an understanding of the law and research-based best practices for implementing the law.
- Strengthen relationships and understand each others' needs and priorities.
- Contribute their expertise in addressing key issues related to supporting achievement for children with disabilities.

Now in the fourth year, the IDEA Partnerships together have served literally millions of individuals nationwide who implement IDEA. The IDEA Partnerships have done this by responding to the critical needs of children, families, and schools with high quality methods and materials that their respective constituents find meaningful and useful. And, they have done this within a context of creating lasting relationships among stakeholders—a context in which stakeholders share information, draw insights from one another, and expect diverse voices to be heard. What's more, they have anchored the collaborations on the common goal of supporting achievement for children with disabilities, with the resulting message being disseminated throughout the nation: "Together, we have the best IDEA!"

No other initiative in the history of IDEA has achieved the level of collaboration on behalf of children with disabilities evidenced in the IDEA Partnerships. On the following pages are highlights from the fourth year.

"My professional practice has improved. The information I received from the IDEA Partnerships broadened my ability to better function on an IEP team, at meetings with parents and colleagues, and in my professional development sessions for staff."
Jane Willard, Speech-Language Pathologist

"I am a better principal because of what I have learned at the IDEA Partnerships Institutes. My sensitivity to parents and their needs is much greater now. Just today, I found myself asking a group of general and special education teachers the right questions about including children in the science curriculum. I routinely share the wonderful materials from the IDEA Parntnerships with teachers throughout the district—they think they are great!"
Tim Westerberg, Secondary School Principal

"Being a partner has brought an enhanced perspective to our organization. We know we are part of a much larger voice, a voice with a common goal. That knowledge is not only empowering, but it also is invigorating. This partnership reduces the isolation we all feel as we do this work for our children."
Nora Thompson, Parent

"Participating in the IDEA Partnerships has been extremely good for our organization—better than anticipated. What surprised me was how easy it is to make connections with others when you have good leadership, as we do. I also have been amazed at how much time I now spend on special education issues."
Penny Early, American Association of Colleges for Teacher Education

The goal of the IDEA Partnerships is twofold. On the one hand, they work collaboratively with their partner organizations to identify key challenges and solutions to problems they have with the implementation of IDEA. This information is disseminated to their constituencies at local and state levels, where it is used to support implementation. On the other hand, they work collaboratively with each other to identify strategic cross-stakeholder solutions to address implementation challenges. *[Pictured here are: (standing left to right) Joanne Cashman, Dixie Jordan, Colleen McNerney, Debra Price-Ellingstad, Carole Myrie,(sitting left to right) Paula Goldberg, Linda S. Marsal, Selete Avoké. PCC members not pictured: Stephanie Wood-Garnett, Nancy Safer, Bill East, and Bob Brick.]*

The IDEA Partnerships are funded by grants from the U.S. Department of Education. Project Officers Selete Avoké and Debra Price-Ellingstad from the U.S. Office of Special Education Programs (OSEP) work closely with the IDEA Partnerships, providing leadership, guidance, and support. *[Pictured here are Debra Price-Ellingstad, Troy Justesen, and Selete Avoké.]*

Creating Opportunities to Learn Together about IDEA

IDEA '97 introduced many new provisions and strengthened many old ones that require greater interaction and teamwork across stakeholder groups. Yet, collaboration assumes that the different parties have a shared language and knowledge base for discussing issues and presenting perspectives. How could OSEP ensure that all stakeholders know the law and are supported in contributing to its implementation?

During the past four years, the IDEA Partnerships have tackled this need by ensuring that stakeholders have one source of accurate and reliable information about IDEA and are kept up-to-date on new research-based best practices that support its implementation. Stakeholder knowledge is cultivated and deepened through attention to the following elements:

- Use of different communication methods—including print, CD-ROM, media, Internet, telecommunications, hotlines, face-to-face meetings and exchanges, and trainings—tailored to different stakeholder preferences. **RESULT:** Increased knowledge plus high rates of satisfaction and usability.
- Rapid delivery of user friendly information to stakeholders at all levels—local, state, and national. **RESULT:** Increased opportunities for informed cross-stakeholder dialogue and problem solving.
- Targeted outreach to traditionally underrepresented groups, including those whose primary language is other than English. **RESULT:** Increased participation of stakeholders from diverse backgrounds at all levels of discussion and implementation.
- Rigorous stakeholder and OSEP review of all resources for consistency with IDEA and best practice. IDEA Partnerships review each other's materials to ensure usability across stakeholder groups. **RESULT:** Today, IDEA Partnerships are considered an authoritative information source on IDEA.

Year Four Milestones

Reaching out in ways that make sense for many people, the IDEA Partnerships fine tuned their knowledge and awareness building activities in Year Four. Highlights follow.

Creating Awareness Opportunities

Coming off of the successful Year Three media campaign that reached 720,000 individuals in the general public, the IDEA Partnerships web site and hotlines were tapped by OSEP to provide follow-up. In addition, the IDEA Partnerships continued to expose stakeholders and the general public to IDEA. Estimates range in the millions for the number of individuals who became aware of IDEA in trade publications, at trade shows, and through the general media—all collaborative activities between the IDEA Partnerships and their partners.

Creating Opportunities to Obtain Information

The IDEA Partnerships fill the void of where to go when information is needed immediately. Year Four saw:

- More than 49,000 copies of ***Discover IDEA CD 2000*** were distributed, bringing the grand total over four years to approximately 100,000 stakeholders who now have immediate access to the law and other federal documents on their own computer. What's more, users overwhelmingly give it an outstanding rating and state that it contains the kind of information that increases their ability to accurately implement IDEA.
- More than 17 million individuals visited one or more of the IDEA Partnerships' web sites to gather information

on IDEA. As one user from the American Occupational Therapy Association shared, "I was at an IEP meeting and there was a major disagreement. Somebody asked if the law might provide some direction for what to do. I got on my computer and went to the IDEApractices web site and found the exact provision in question. In minutes we were able to make an informed decision." The highly successful *IDEApractices Newsletter* ensured repeat web site visits by increasing its circulation 200 percent.

- More than 21,000 stakeholders took advantage of hotlines and other electronic/mail request networks for technical assistance and support.

Resources developed in the first three years continued to be disseminated widely and used by stakeholders to support the implementation of IDEA at all levels. New partnerships were created around the materials. For example, National Fiesta Educativa took the FAPE IDEA curriculum Spanish transparencies into new localities. New parent fact sheets were developed and distributed, as were materials on such topics as parentally placed children with disabilities in private schools, overrepresentation of African American students in special education, and interim alternative educational settings.

Creating Opportunities to Learn from Colleagues and Experts

The IDEA Partnerships helped more than 263,000 parents, teachers, administrators, and policymakers at all levels—local, state, and national—understand the law. As the six month follow-up FAPE evaluations showed, not only did the majority of participants retain information, they also had used it to become more involved in their child's education.

Cross-stakeholder trainings and face-to-face meetings expanded in Year Four to include a broader and more diverse audience, such as FAPE's work with Native American family members, teachers, and administrators, which resulted in the Bureau of Indian Affairs providing the FAPE IDEA curriculum to each of its schools. More joint presentations between the partners occurred, further emphasizing the message of collaboration.

"I teach undergraduate students who want to be teachers. The knowledge I have been able to share with them as a result of participating in the IDEA Partnerships has increased their understanding of the importance of educating every child to his or her fullest."
Dr. Kenneth Milner, University Professor

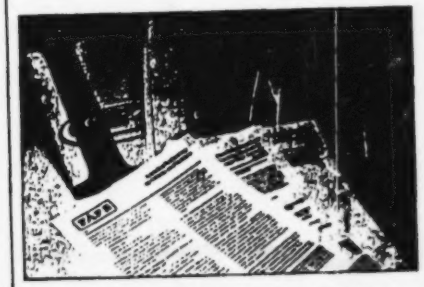
"If I don't know the answer, I now know who to refer our members to and what resources are available to help them. The **Implementing IDEA: A Principal's Guide** *that we developed with ILIAD has helped thousands of principals implement the law."*
Fred Brown, National Association of Elementary School Principals

"I refer to my FAPE IDEA training manual every day. As a result, the word has gotten out that our organization can assist with IDEA questions."
Parent, Federation of Families for Children's Mental Health

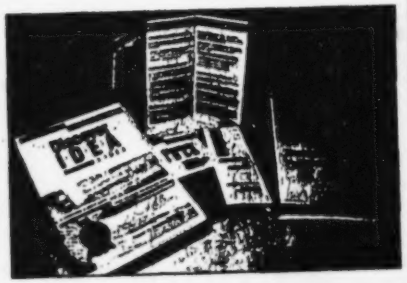
"Now special education issues are discussed at our annual meeting with our board of directors and the 90 chapter presidents. Everyone is informed."
Leroy Ervin, 100 Black Men of America, Inc.

"I received extremely beneficial information and acquired great tools from the workshop. I got answers to what I thought were unsolvable problems."
Parent

"One of the biggest benefits is the access to the resources, which are among the richest I have seen as far as content, depth, and availability. The training forums highlight best practices, which have been helpful in providing our members with exemplars and role models."
Anne Miller, National Association of Secondary School Principals



The IDEA Partnerships produce high quality materials that consistently convey one message about IDEA. As policymaker Kathleen Finn-Rashid sums up, "The materials promote consistent messages for compliant, innovative, and quality education for all children." The PCC facilitates sharing of resources across stakeholder groups. To date, more than 100 resources have been produced by the IDEA Partnerships.



The IDEA Partnerships make every effort to ensure that resource materials are accessible to diverse groups of stakeholders. For example, in Year Four the ***Discover IDEA: Supporting Achievement for Children with Disabilities*** award-winning video was captioned in Spanish and the accompanying brochures were translated into Spanish, increasing their accessibility to large numbers of families and underrepresented stakeholders. To date, 17,500 copies of the video and more than 300,000 brochures have been distributed, further extending the reach of its award-winning message, "Students with disabilities can and do achieve!"

Creating Opportunities to Form Relationships

The IDEA Partnerships know that providing accurate and reliable information is only part of the picture. Another major element involves finding ways for partners to come together to improve practice and inform policy. For meaningful partnerships to develop—ones in which everyone collaborates around the implementation of IDEA—stakeholders must first understand each other's priorities. And, they must feel comfortable talking with one another about important and controversial issues.

Relationships do not happen automatically. Before individuals can take joint action, they must understand the perspectives held by other stakeholders. The IDEA Partnerships create opportunities for partners to connect in ways that build trust and foster respect. They serve as a conduit, uncovering and expanding opportunities for partners to build relationships around the common goal of supporting achievement for students with disabilities.

Year Four Milestones

During the past four years, the IDEA Partnerships have embraced relationship building as a strategic direction. Many linkages have been built across stakeholder groups, resulting in new relationships and new opportunities for supporting change, but never to the degree and intensity that occurred with Year Four activities. Following are the highlights.

Creating Large-Scale Opportunities for Collaboration

FIRST NATIONAL SUMMIT ON IDEA

The IDEA Partnerships brought together approximately 700 stakeholders—families, advocates, service providers, administrators, and policymakers—for the first *National Summit on the Shared Implementation of the Individuals with Disabilities Education Act* held in Washington, DC, June 20-23, 2001. Through keynote presentations, stakeholder reaction panels, information sessions, and research-based framing papers, participants explored perspectives and entertained approaches that they might undertake together on PCC-identified issues—those demanding attention across all partnerships—affecting the implementation of IDEA:

- Including students with disabilities in standards-based reform.
- Addressing the overidentification/disproportionality of certain groups in special education.
- Fostering meaningful family involvement.
- Ensuring qualified personnel.
- Creating a safe school climate and effective discipline policies.

During the three days, evaluators observed and recorded high levels of cross-stakeholder interactions and active engagement. The results? For the majority of participants:

- Summit goals—exploring different stakeholder perspectives on critical issues and charting a course for collaborative partnerships to improve practices—were met.
- Keynote presentations and framing papers received high ratings.
- Breakout sessions were rated very useful or useful.

Evaluators noted that stakeholders left the Summit with practical ideas and a better understanding of other stakeholder perspectives. In the words of a conference participant, "I am energized and now feel it is possible for me to foster collaboration." What's more, three months after the Summit, participants still perceived the event to be highly beneficial!

Creating Collaborative Opportunities at the State Level

To encourage state replication of the National Summit, the IDEA Partnerships launched the State Replication Initiative. Designed to promote cross-stakeholder dialogue and focus more efforts on connecting policy, research, and practice at state levels, the initiative resulted in eight states receiving funding to produce their own summits.

Creating Opportunities to Form New Partnerships

The IDEA Partnerships recognize that IDEA is interrelated to many other initiatives, including the Elementary Secondary Education Act (ESEA), Title I, Compensatory Education, and programs such as those for early childhood and mental health. Bringing together stakeholders from related areas into communities of practice was an important focus of Year Four. Examples of collaborative efforts were:

- **Title I/IDEA.** Nine states formed a network to explore possibilities for collaboration between Title I and IDEA. With the passage of ESEA, the group expanded its work to consider how the collaboration can be focused on results and to identify shared issues with assessment.
- **Early childhood.** Twenty-four national organizations with early childhood agendas meet regularly with federal agencies to discuss issues and share agendas. A scanning network enables network members to access concerns and strategies from local and state affiliates, resulting in increased collaborative policymaking.
- **Parent training.** The IDEA Partnerships supported stakeholders representing groups not affiliated with Parent Training and Information Centers and Community Parent Resource Centers in attending the National Technical Assistance Alliance for Parent Centers Conference. This initiative emphasized the importance of collaboration on critical issues, such as implementing positive behavioral supports—a topic that will be the focus of an upcoming institute with all stakeholders.

NETWORKING WORKS

The IDEA Partnerships encourage and support networking between partners—and for good reason. After four short years, Partnership staff can point to the following results:

- Constituents are talking more frequently with each other across partner organizations about how best to implement IDEA and support achievement for children with disabilities. Ideas for joint ventures are becoming the norm.
- Partners now know who to call in other organizations when they have a question or a problem to solve. Increasingly, resources are being shared across audiences and disciplines.
- When an organization is forming a task force or committee, it often seeks nominations from the IDEA Partnerships. Increasingly, families, policymakers, administrators, and service providers are participating at the same tables.

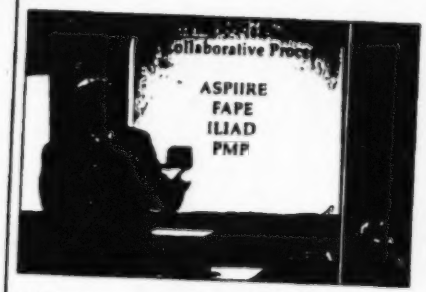
"That state team members have actually engaged in a number of activities to encourage greater collaboration and are willing to share their learning with others has been a wonderfully positive, but unexpected outcome of this work."
Participant, Title I and IDEA Collaboration Network

"I am encouraged by the level of enthusiasm that the IDEA Partnerships displayed. The concept of collaboration among various organizations is essential if we are to provide meaningful services for students and their families."
Judy Gray, National Head Start Association

"Through the IDEA Partnerships, Native American families have access to the most useful information. The traditional Native American value of community building through relationships is demonstrated through their work."
Nadja Printup, National Indian Child Welfare Association

"I didn't know that we had a relationship with IDEA prior to participating in the IDEA Partnerships. We now know what an integral part mental health is to its implementation."
Roy Praschil, National Association of State Directors of Mental Health Programs

"You cannot force people to collaborate. They have to have a reason to do it. I am glad to be a part of this partnership that allows us the opportunity to address such great needs."
Leslie Jackson, American Occupational Therapy Association



Stakeholder groups selected delegates for the National Summit. The goal was to bring the unique perspectives of each stakeholder group to the table. More than 80 delegates representing administrators, policymakers, services providers, advocates, and families worked in facilitated sessions during the three days to discuss successful collaborative practices for supporting the implementation of IDEA and to identify areas in need of improvement. *[Pictured here is Stan Dublinske of the American Speech-Language-Hearing Association.]*

General feedback from the National Summit indicated that stakeholders gained new insights on issues, developed an understanding of other stakeholders' perspectives, and left the Summit with new information that they could use and share with others.

Creating Opportunities to Improve Practice

Stakeholders experience challenges in implementing IDEA. As the PCC has noted, many of these challenges can be addressed only through collaborative means. Indeed, it takes the knowledge and expertise of all stakeholders to respond to the issues of standards-based reform, family involvement, school climate and discipline, overidentification/disproportionality, and personnel.

The IDEA Partnerships are well aware of the incredible talents and expertise found within the partner organizations. The IDEA Partnerships have taken steps to pool stakeholders' expertise and encourage leadership throughout their partner organizations by coordinating opportunities for stakeholders to inform practice.

Year Four Milestones

During Year Four, the IDEA Partnerships served as a catalyst—creating a variety of opportunities for stakeholders to generate ideas, make joint decisions, and solve problems. Results of these activities are shared across the partnerships, the intent being to inform practice and improve results. Highlights of Year Four follow.

Creating Opportunities for Leadership Around IDEA Implementation

IDEA NATIONAL RESOURCE CADRE

To support partner organizations in disseminating information and providing technical assistance to their constituents, the ASPIIRE and ILIAD Partnerships launched the IDEA National Resource Cadre. Selected from partner organization ranks, Cadre members build stakeholder capacity by providing IDEA Partnerships resources, training, and technical assistance to constituents in their states and local school communities. Results to date indicate that in one short year, Cadre members have provided information and technical assistance to more than 70,000 stakeholders in all 50 states and the District of Columbia, realizing one of the primary goals of the IDEA Partnerships—to build capacity of the partners to affect change in their constituents.

Creating Opportunities to Share Expertise

The IDEA Partnerships encourage collaboration among stakeholders focused on solving real problems. Year Four examples include:

- **State mental health shared agenda.** State mental health commissioners engaged 40 special education and mental health researchers, policymakers, family members, and mental health service providers and administrators in shaping a shared agenda. Five states will receive seed grants to use the work to effect change.
- **IDEA Partnerships Paraprofessional Initiative.** Coordinated by ASPIIRE partners, stakeholders from all groups came to consensus on definitions, training of paraprofessionals, and the resources necessary to support practice.
- **Addressing overrepresentation/disproportionality.** The 100 Black Men of America, Inc.—a partner with both FAPE and PMP—has formed partnerships with six school districts. The goal: To promote research-based practice and address the disproportionate identification and placement of minority students in special education. A model has been developed that includes components such as establishing family centers and linking with local colleges to

bring minority doctoral students into the school districts.

- **Joint planning in early childhood.** PMP, the National Association of State Boards of Education, and the National Early Childhood Technical Assistance Center brought together teams representing state boards of education, state education agencies, and other state agencies that play lead roles in early childhood education to develop state improvement plans for coordinating systems. Seven seed grants based on this collaborative work were awarded.

Creating Opportunities to Inform Future Work

In addition, IDEA Partnerships conduct ongoing and annual evaluations to determine the impact they are having and to identify stakeholder needs. Every method and material developed has an evaluation component—whether it be a usability response survey for products and trainings or more formal "buttonhole" interviews conducted by evaluation teams at the National Summit.

The IDEA Partnerships also solicit data from their partners' constituents. Year Four examples include:

- **Work groups.** To guide the work of the PCC, work groups—representing administrators, service providers, families, advocates, and policymakers—were brought together to identify key areas for cross collaboration in the areas of overidentification/disproportionality, personnel, and school climate and discipline. Data from these work groups are being used to plan Year Five activities.
- **National online administrator survey.** A joint needs assessment of elementary and secondary school principals was conducted by ILIAD partners. Data were used to tailor presentations and target information dissemination.

FAR-REACHING RESULTS

The IDEA Partnerships receive unsolicited phone calls and letters weekly from individuals who have been affected by their work. Stories such as the following are common:

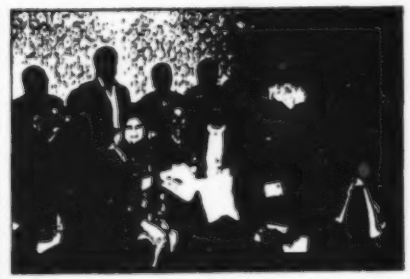
- At an IDEA Partnerships conference, a special education teacher discovered the *Directory of Bilingual School Psychologists 2000*. As a result, she was able to locate special services for one of her students who speaks Hmong.
- After attending an IDEA Partnerships training, parents of Frank, a child with a visual impairment, gleaned enough information to go back to their rural school district with ideas for improving his performance. As a result, Frank received training in Braille and is achieving to his potential.
- A related service provider shared IDEA Partnerships materials with the Director of the State Improvement Grant in her state. As a result, she was invited to serve on the State Advisory Council where she is influencing statewide change.

"As an IDEA National Resource Cadre member, I am able to provide administrators with the tools and information they need to affect change in their local schools and districts. I hear repeatedly, that they are using the IDEA Partnerships resources to make lasting changes in their schools and districts."
Betty Greene-Bryant, National Association of Secondary School Principals

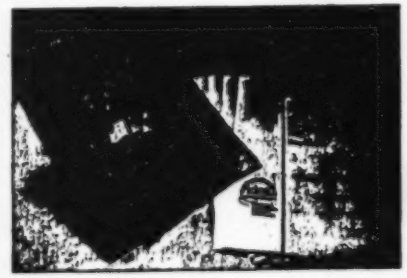
"I have been using the materials I received as an IDEA National Resource Cadre member to make presentations at my school district's new teacher orientation sessions. The packets are always received very positively—especially the list of resources and the Discover IDEA CD 2000*."*
Barbara Taub-Albert, National Education Association

"Through the IDEA Partnerships we are interacting with groups that we typically would not. This is a positive outcome as it helps us to think through these issues differently at times."
Kristin Conklin, National Governors Association

"The IDEA Partnerships have expanded the capacity of our organization to reach families and children, especially those with additional disabilities. We have learned from others. And, we have become a resource to other organizations."
Susan LaVenture, National Association for Parents of Children with Visual Impairments



Year Four offered opportunities for IDEA National Resource Cadre members to learn new information, hone their communication skills, and form alliances with other partners in their states and localities at the *Second Annual IDEA National Resource Cadre Winter Institute*. They also participated with family members, parent center personnel, and policymakers at the *Connecting for Children: A Collaborative Forum for Partners* meeting. Evaluations from both events showed that the vast majority of participants planned to share what they learned with their constituents and to continue networking across stakeholder groups.



Two collaborative work groups produced documents that are being disseminated to other partners. ***Mental Health, Schools, and Families Working Together for All Children and Youth: Toward a Shared Agenda***, offers recommendations to policymakers for systemic collaboration. The Paraprofessional Initiative produced a report to aid local districts in fully utilizing paraprofessionals to help students with disabilities achieve their potential.

Contact Information

ASPIIRE

The Associations of Service Providers Implementing IDEA Reforms in Education Partnership brings together teachers and related service providers to help educational programs implement the requirements of IDEA.

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www.ideapractices.org

Colleen McNerney, Project Director
Linda S. Marsal, Principal Investigator

PRIMARY PARTNERS

American Federation of Teachers

American Occupational Therapy Association

American Speech-Language-Hearing Association

Association for Career and Technical Education

Division for Early Childhood

National Association of School Psychologists

National Education Association

ASSOCIATE PARTNERS

Council for Children with Behavioral Disorders

Federation for Children with Special Needs

International Reading Association

National Association for the Education of Young Children

National Association for Bilingual Education

National Council for the Social Studies

National Council of Teachers of English

National Council of Teachers of Mathematics

National Head Start Association

National Resource Center for Paraprofessionals

Parent Advocacy Coalition for Educational Rights

Quality Education for Minorities Network

Technology and Media Division

FAPE

The Family and Advocates Partnership for Education project works to improve the educational outcomes for children with disabilities by linking families, advocates, and self-advocates and providing information on IDEA, positive interventions, school reform, and parent-professional partnerships to a diverse array of families and providers.

PACER Center
8161 Normandale Boulevard
Minneapolis, MN 55437
888-248-0822 (toll free)
952-838-0190 (TTY)
www.fape.org

Dixie Jordan & Bob Brick, Project Directors
Paula Goldberg, Principal Investigator

CORE PARTNERS

Academy for Educational Development

Center for Law and Education

Family Voices

The Federation of Families for Children's Mental Health

National Association for Parents of Children with Visual Impairments

National Coalition for Parent Involvement in Education

National Council on Independent Living

National Down Syndrome Congress

National Fiesta Educativa

National Indian Child Welfare Association

Technical Assistance Alliance for Parent Centers (The Alliance)

COMMUNITY PARTNERS

Alexander Graham Bell Association for the Deaf and Hard of Hearing

Alliance for Technology Access

American Society for Deaf Children

The ARC of the United States

Autism National Committee

Autism Society of America

Bazelon Center for Mental Health Law

Brain Injury Association

Children and Adults with Attention-Deficit/ Hyperactivity Disorder

Easter Seals

EP Foundation for Education

Epilepsy Foundation

Learning Disabilities Association of America

National Association of Protection and Advocacy Systems

National Organization of Parents of Blind Children

100 Black Men of America, Inc.

Spina Bifida Association of America

TASH

Tourette Syndrome Association, Inc.

United Cerebral Palsy

EXTENDED NETWORK PARTNERS

International Rett Syndrome Association

Let's Face It USA

The MAGIC Foundation

National Association of the Deaf

National Association for the Education of African American Children with Learning Disabilities

National Association of Developmental Disabilities Councils

National Center for Learning Disabilities

National Family Association for the Deaf-Blind

National Practitioners Network for Fathers and Families

Organic Acidemia Association

Parent Project for Muscular Dystrophy Research, Inc.

Self Help for Hard of Hearing People, Inc.

Share and Care Cockayne Syndrome Network, Inc.

Williams Syndrome Association

Women's Education Equity Act Resource Center at Education Development Center

ILIAD

The IDEA Local Implementation by Local Administrators (ILIAD) Partnership works to enhance the ability of local administrators to implement and understand IDEA by providing technical assistance, developing and directing administrators to practical resources, disseminating research, and explaining the implications of research for practice. ILIAD brings together a variety of education associations and builds upon their shared strengths.

Council for Exceptional Children
1110 North Glebe Road, Suite 300
Arlington, VA 22201
877-CEC-IDEA (toll free)
866-915-5000 (toll free TTY)
www.ideapractices.org

Stephanie Wood-Garnett, Project Director
Linda S. Marsal, Principal Investigator

PRIMARY PARTNERS

American Association of School Administrators

Council of Administrators of Special Education

Council of the Great City Schools

National Alliance of Black School Educators

National Association of Elementary School Principals

National Association of Secondary School Principals

The Urban Special Education Leadership Collaborative

ASSOCIATE PARTNERS

Council for American Private Education

Council for Children with Behavioral Disorders

Division for Early Childhood

Federation for Children with Special Needs

National Association for Bilingual Education

National Association of Private Special Education Centers

National Indian Education Association

Parent Advocacy Coalition for Educational Rights

Quality Education for Minorities Network

Technology and Media Division

PMP

The Policymaker Partnership at the National Association of State Directors of Special Education helps policymakers work as informed change agents for improving educational outcomes for students with disabilities.

National Association of State Directors of Special Education
1800 Diagonal Road, Suite 320
Alexandria, VA 22314
877-232-4636 (toll free)
703-519-7008 (TTY)
www.ideapolicy.org

Joanne Cashman, Project Director
Bill East, Principal Investigator

PRIMARY PARTNERS

100 Black Men of America, Inc.

American Association of Colleges for Teacher Education

American Association of School Administrators

Association for Supervision and Curriculum Development

Council of Chief State School Officers

The Education Commission of the States

Higher Education Consortium of Special Education

National Association of State Boards of Education

National Association of State Mental Health Program Directors

National Conference of State Legislators

National Governors Association

SUPPORTING PARTNERS

American Association of Mental Retardation

American Council of Rural Special Education

Association of University Centers on Disability

Council for Exceptional Children and Teacher Education Division

Council of State Administrators of Vocational Rehabilitation

National School Board Association

National Association of State Directors of Developmental Disabilities Services, Inc.

National Association of State Directors of Teacher Education and Certification

LINKING PARTNERS

Center for Effective Collaboration and Practice

Center for Faculty Enhancement

Center for Mental Health in Schools

Center on Personnel Studies in Special Education

Center for School Mental Health Assistance

Center for Special Education Finance

Center for Research on Evaluation, Standards and Student Testing

Consortium for Appropriate Dispute Resolution in Special Education

Early Childhood Technical Assistance Center

Elementary and Middle Schools Technical Assistance Center

Great Lakes Area Regional Resource Center

Institute for Educational Leadership

Institute on Violence and Destructive Behavior

Mid-South Regional Resource Center

Mountain Plains Regional Resource Center

National Center on Educational Outcomes

National Center on Secondary Education and Transition

National Clearinghouse for Postsecondary Education for Individuals with Disabilities

National Technical Assistance Center for Children's Mental Health

Northeast Regional Resource Center

Southeast Regional Resource Center

Technical Assistance Alliance for Parent Centers (The Alliance)

Technical Assistance in Data Analysis, Evaluation, and Report Preparation

The Federal Resource Center for Special Education

The Vermont Transition Project

Western Regional Resource Center

Looking Ahead to Opportunities in Year Five

Many of the Year Four activities are ongoing and will continue in Year Five. In addition, a number of new activities are being planned. A preview of activities follows:

- Second *National Summit on the Shared Implementation of IDEA.*
- No Child Left Behind: Building Connections Between ESEA and IDEA—a cross-partner effort to focus attention on opportunities and linkages.
- Roll out of state replication grants.
- Update of *Discover IDEA CD 2000.*
- IDEA National Resource Cadre—expansion of cross partner use of resources.
- National dissemination of State Mental Health Shared Agenda.
- Broadening of cross-partner work on overrepresentation/disproportionality issues.

idea PARTNERSHIPS

ASPIIRE FAPE ILIAD PMP
1-877-433-2463 [toll free]
703-519-7008 [TDD]
www.ideainfo.org

IDEAs that Work
U.S. Office of Special Education Programs

U.S. Department of Education
Office of Special Education Programs
600 Independence Avenue, SW
Washington, DC 20202-2641
www.ed.gov/Offices/OSERS/OSEP/

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www.ideapolicy.org

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Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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